Unit 3: Linking Harmonic Elements

Content Area: **Arts**
Course(s): **Music Theory**
Time Period: **Semester 1 & 2**
Length: **6 weeks**
Status: **Published**

Standards

1.3B.12prof.Cr1a	Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
1.3B.12prof.Cr2b	Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
4.1	Develop, implement and model effective problem-solving, and critical thinking skills
4.2	Identify the consequences associated with one's actions in order to make constructive choices
1.3B.12prof.Cr3a	Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
1.3B.12prof.Cr3b	Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
1.3B.12prof.Re7b	Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood and context, and describe how the analysis provides models for personal growth as a composer, performer and/or listener.

Enduring Understanding

1. The elements of music used in combination may lead to a variety of emotional responses.

2. Meter, rhythm and tonality are organized and manipulated to compose music in a variety of genres.

3. Understanding the ways musical elements link together embody the "complete" and comprehensive musician.

Essential Questions

1. In what ways do these elements interact in the construction and identification of diatonic triads?

2. How does a musician construct and identify diatonic triads in music?

3. How does a composer utilize harmonic progressions to tell a story?

Knowledges and Skills

The melodic line

The phrase group and the double period

Extension in motivic development

Harmonizing a melody without lead sheet symbols

Harmonic sequence

Secondary dominance

Chromaticism

The deceptive progression

Modulation

Return to the original cadence

Resources

Smartboard

Audio System

Computers

Auralia

Musition

Staffpaper

Transfer Goals

1. Students will apply knowledge from units in order to independently develop original musical compositions.

2. Through the use of elements of harmonic structure and music students will be able to independently apply harmonic understanding towards real-world music activities.

Assessments

Assessments

Modifications

Modifications